

Getting the Most out of Marco Learning Feedback

1

Review/discuss the **areas of strength and growth** noted on the class summary reports.

1. What are the common areas of strength noted across classes?
2. What are the common areas for growth noted across classes?
 - a. Compile a list of common areas for growth, if applicable.

Class Areas of Strength

This class showed the most strength when it came to their selection of evidence. These students did an excellent job of pulling facts, data, and quotes from the provided sources in order to show support for their main ideas. The students did a great job of selecting text evidence that was clearly relevant and supportive of the discussion at hand. In addition, the students did very well in following the inclusion of this evidence with an explanation as to how the information proved their main points.

This class also did well when it came to their organization. Of course, the students did well in using an introduction to state their main idea, supporting paragraphs to introduce evidence and explanation, and even optional conclusions to tie their points together. However, the students did very well in their supporting paragraphs of beginning with a topic sentence, introducing evidence, providing explanation, and then ending these paragraphs with a mini-conclusion on the topic at hand. This did well in clearly laying out evidence in the strongest way possible.

Class Areas for Growth

One thing to work on with your students is the scope of their arguments. There were many essays where students went outside the narrowed topic of the issues and implications of being a locavore. Some students discussed why some people may have personal preferences for a local buying lifestyle, while other students analyzed the transportation implications of various food types whether local or not. In the future, these students can improve by making sure their discussion sticks to the exact focus presented in the prompt.

Students can also improve when it comes to drawing conclusions from their evidence. There were some students who presented evidence only to draw conclusions that went beyond what the evidence was able to prove. For instance, students would present evidence showing "nutrition isn't much different in a locavore lifestyle," and conclude "locavores are less healthy people." While this is an exaggerated example, students tended to go beyond what the evidence can support. In the future, students should make sure their conclusions can easily be seen within the evidence itself.

2

Review/discuss the **score distribution by rubric component** sections of the class summary reports.

1. Which rubric components have the highest scores overall?
2. Which rubric components have the lowest scores overall?
 - a. Compile a list of rubric components that have the lowest overall scores.

Score Distribution by Rubric Component

The number of students at each point level

Points Possible	4.00	3.00	2.00	1.00	0.00
Development	2	5	9	7	2
Points Possible	3.00	2.00	1.00	0.00	
Style	11	9	4	1	

3

Discuss/Plan:

1. To what extent do the results and feedback **align** with what you are seeing in class on a daily basis?
 - a. What is **not** being shown in the results/feedback that should be added to the discussion?
2. What are some steps your PLC can take to help address the **common areas for growth** and/or the **rubric components with the lowest overall scores**?
 - a. What is a "quick win" that your PLC can implement over the next few weeks?
 - b. What are some long term goals that your PLC can start working toward?
 - i. What steps will your PLC need to take to achieve these goal(s)?